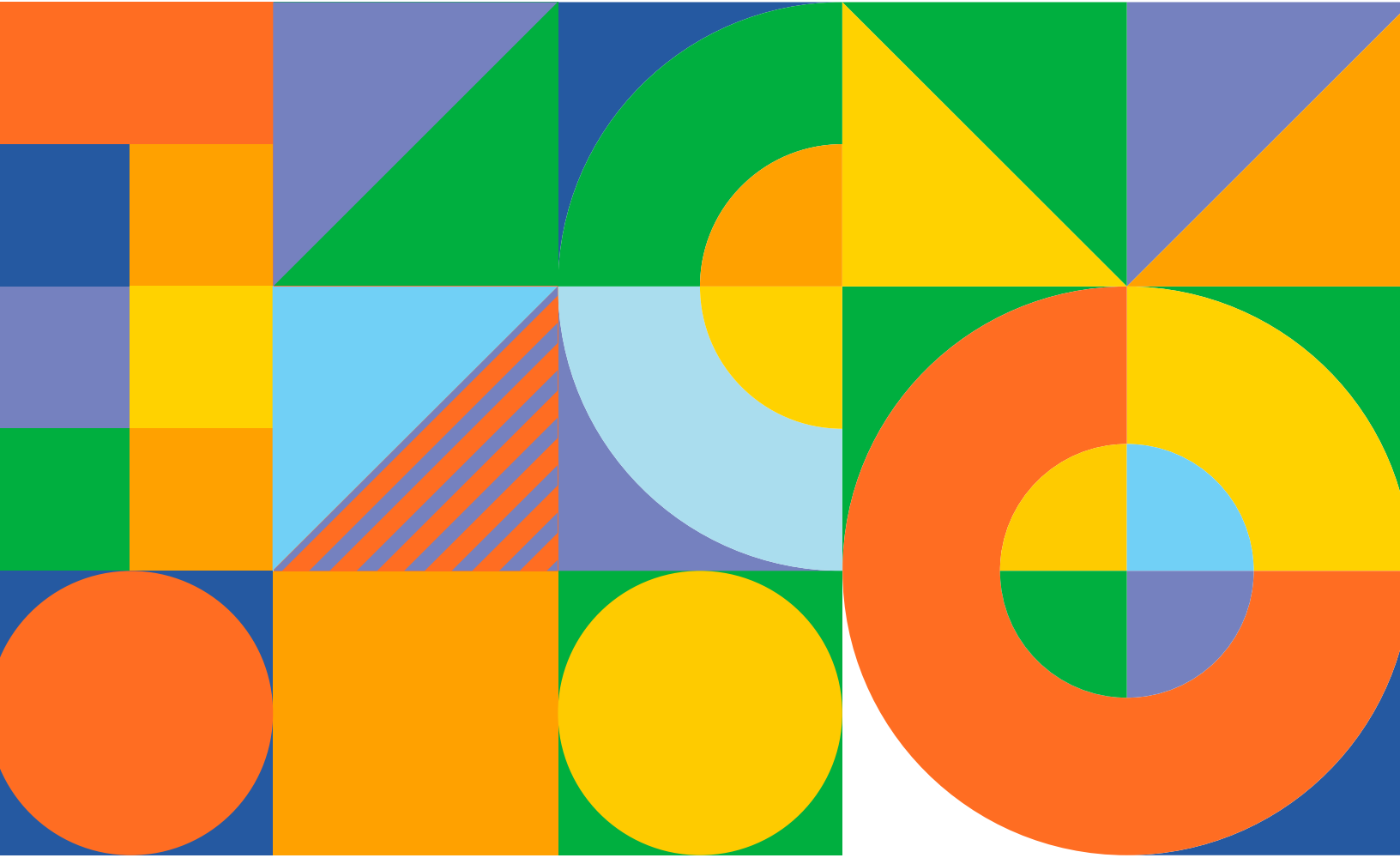




Teaching & Learning Exchange



# WINTER PROGRAM CATALOGUE

JANUARY 2025 - APRIL 2025

# TEACHING AND LEARNING EXCHANGE



## OUR VISION

We aspire to create a community of excellence in teaching and learning by fostering partnerships with and among faculty. We model innovative, evidence-informed practices and open spaces for risk-taking and experimentation so that George Brown learners are immersed in transformative learning experiences led by innovative and adaptive faculty.

**The Teaching and Learning Exchange (TLX)** serves as a 'one-stop-shop' for all full-time and contract faculty at GBC in support of their teaching and learning-related needs. The goal of the TLX is to foster a culture of teaching innovation and excellence, from in-class to hybrid to fully online learning, by providing ongoing professional learning opportunities, support for teaching innovation, and 'just-in-time' teaching resources and training. Services include one-on-one consultation, on-demand digital resources, interactive workshops, college-wide conferences, instructional design support, and much more. The TLX also supports faculty in integrating educational technology into their teaching (e.g., Brightspace, Zoom, and ed tech apps), and in the development of digital curricular assets, such as videos, graphics, podcasts, and immersive learning experiences (VR/AR/XR). Finally, the TLX offers a number of ongoing professional learning opportunities for faculty, including teaching certificates and micro-certificates.

## 5 Core Values



Innovative



Inclusive



Authentic



Supportive



Collaborative



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# STAY CONNECTED WITH THE TLX



## Introducing the TLX Team

Curious to know who's behind the TLX? Learn more about our team, their roles, and how they can assist you in your teaching practices. Our TLX members are always willing to help, so do not hesitate to contact us.

[Meet and connect with the TLX team members.](#)



# STAY CONNECTED WITH THE TLX



## Don't Miss Out on Our Latest News & Updates – Connect With Us Today!

Want to learn more about the TLX and what we have to offer? Make sure you don't miss out! Follow us on social media and subscribe to our newsletter for the latest updates, news, and upcoming events.



on Instagram @tlxgbc



on LinkedIn @teaching-learning-exchange-tlx



Subscribe to our newsletter



Explore our website

# STAY CONNECTED WITH THE TLX



## Welcome to XChange, a podcast for faculty by faculty

Produced by the Teaching and Learning Exchange (TLX), this podcast explores a variety of topics related to teaching and learning at George Brown College. Tune in for faculty interviews, discussions on the scholarship of education, updates on new teaching technologies, and much, much more. [Listen now on our website](#) or directly [on Spotify](#).



# ONE-ON-ONE WITH THE TLX



How do I create an Assignment on Brightspace?

Can I get some Gradebook help?

## Introducing Calendly: The Easy Way to Schedule Appointments with Our Team

Scheduling appointments with our team has become even more convenient! Thanks to our new **Calendly** feature, faculty can now easily connect one-on-one with Faculty **Facilitators and Associates**, the **Digital Learning team**, and the **UDL/Accessible Pedagogy** team. This streamlined process makes it even easier for faculty members to access the support they need. We look forward to collaborating with you!

### Connect with us:

**1. Digital Learning Team:** Explore innovative teaching approaches, technology integration, and multimedia support with our Digital Learning experts.

[Schedule meeting with the Digital Learning Team here.](#)

**2. UDL/Accessible Pedagogy Team:** Connect with specialists in Universal Design for Learning (UDL) and Accessible Pedagogy for support and resources around UDL and Accessibility.

[Schedule meeting with the UDL/Accessible Pedagogy Team here.](#)

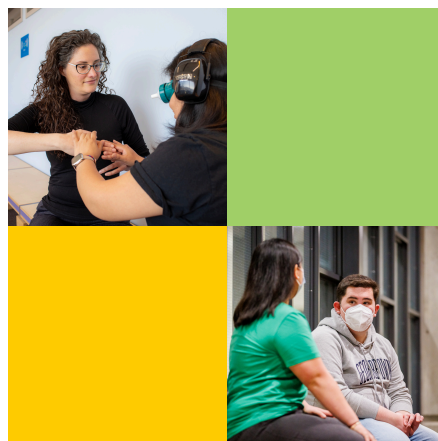
**3. Faculty Development Team:** Collaborate with our facilitators and associates dedicated to ongoing professional development. From workshops to individual consultations, we're here to support your growth.

[Schedule meeting with the Faculty Development Team here.](#)

**4. Director, SoTL:** Book a 30- or 60-min session to discuss your SoTL project. Our Director, SoTL offers coaching, feedback, and resources. She can also help with idea generation and address any challenges you may be facing. Any and all SoTL-related questions are welcome!

[Schedule meeting with the Director of SoTL here.](#)

# WINTER PROGRAM FORMATS



## Conferences

Join us for Wintersession February 25th & 26, 2025 for interactive sessions in-person and online, focused on Doing the work: Equity, Diversity, Inclusion, and Indigenization in Action at GBC.

Stay tuned for more information on EvolvED: GBC's annual conference, sponsored by our Teaching and Learning Exchange (TLX).

## Micro-Certificates

We offer a number of comprehensive professional learning programs to support ongoing faculty development.

## Mini-Series

These multi-week programs are designed to guide a cohort of faculty through a series of related sessions, which build cumulatively upon one another. Participants are intended to attend all sessions within the series.

## Scheduled Workshops

Just-in-time sessions offered throughout the semester, to provide practical tips and tools that can be applied in your practice immediately.

## Communities of Practice

Communities of Practice are intended to regularly bring together a group of faculty who share a common interest. The goal is to learn from one another, collaborate, and engage in ongoing dialogue focused on evidence-informed practices, within the area of interest.

## On-Demand Workshops

Also known as "The a la Carte Process". Select a menu item you'd like to book, and email [tlx@georgebrown.ca](mailto:tlx@georgebrown.ca). Associate Deans and/or a group of faculty can book an item. The goal is for a session to include at least 4-5 faculty members.

## One-on-One with the TLX

Connect one-on-one with Faculty Facilitators and Associates, the Digital Learning team, and the UDL/Accessible Pedagogy team using Calendly via the TLX website.



# TLX DAY - WINTERSESSION



## Theme: Doing the Work: Equity, Diversity, Inclusion, and Indigenization in action at GBC

Join us for TLX Day – Wintersession Tuesday, February 25th and Wednesday February 26th for interactive sessions both in-person and online, focused on Doing the work: Equity, Diversity, Inclusion, and Indigenization in Action at GBC. This is an opportunity to explore practical strategies, innovative approaches and impactful techniques that address and advance equity and inclusion in our learning environments.

### Call for Proposals!

Join us for TLX Day – Wintersession Tuesday, February 25th and Wednesday February 26th for engaging sessions, both in-person and online, focused on Doing the work: Equity, Diversity, Inclusion, and Indigenization in Action at GBC. This is an opportunity to present practical strategies, share insights, experiences, initiatives, innovative approaches, and impactful techniques that address and advance equity and inclusion in our learning environments. Session topics may also include other areas such as assessment, educational technology, AI, and other key aspects of your teaching practice, as they relate to Equity, Diversity, Inclusion and Indigenization. We welcome diverse perspectives and proposals on topics such as strategies for fostering belonging, ways to support underrepresented communities, accessible teaching practices, and inclusive curriculum design.

Be part of building a platform for impactful discussions and practical actions that pave the way for a more inclusive future in teaching and learning!

To submit a session proposal or to learn more please visit our [Wintersession webpage](#). Accepted sessions will be notified by January 22nd, 2024. Proposal Due Date: January 20th, 2024



SAVE THE DATE

# TLX DAY WINTERSESSION

DOING THE WORK: EQUITY, DIVERSITY, INCLUSION, AND  
INDIGENIZATION IN ACTION AT GBC




Tuesday, February 25, 2025  
Wednesday, February 26, 2025

# JANUARY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		01	02	03 New Contract Faculty Orientation
04 <u>Brightspace Training - Module 3</u>	07	08 <u>Brightspace Training - Module 2</u>	09 <u>Brightspace Training - Module 3</u>	10 <u>New Contract Faculty Orientation</u> <u>Zoom Beginners Guide</u>
13 <u>Brightspace Training - Module 1</u> <u>Divergent Minds CoP</u>	14 <u>Passport to Teaching Effectiveness: 6-part Mini-Series</u> <u>Brightspace Training - Module 2</u> <u>UDL CoP</u>	15 <u>Brightspace Training - Module 3</u>	16 <u>Zoom Beginners Guide</u> <u>UDL CoP</u>	17 <u>Online Educators' CoP</u>
20 <u>Challenging Teaching CoP</u>	21 <u>Next Steps in Brightspace: Release Conditions, Intelligent Agents, and Badges</u> <u>SoTL Lunch and Learn</u> <u>Passport to Teaching Effectiveness: 6 Part Mini-Series</u> <u>Academic Integrity Community of Practice</u>	22	23 <u>XR Academy Information Session</u> <u>Next Steps in Brightspace: From Grade Book to 'Great' Book!</u>	24
27	28 <u>Get familiar with OER: Creative Common Licenses, OER, and OP: 4-part Mini-Series</u> <u>Passport to Teaching Effectiveness: 6-part Mini-Series</u> <u>Next Steps in Brightspace: Crush it with Creator+</u> <u>Online Educators' CoP</u>	29	30 <u>Next Steps in Brightspace: Crush it with Creator+</u>	31

# FEBRUARY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
03	<p>04</p> <p><u>Challenging Teaching CoP</u></p> <p>Get familiar with OER: Creative Common Licenses, OER, and OP: 4-part Mini-Series</p> <p>Passport to Teaching Effectiveness: 6-part Mini-Series</p>	<p>05</p> <p><u>Academic Program Coordinators' Collective Community of Practice</u></p>	<p>06</p> <p><u>Ed Tech Community of Practice</u></p>	07
<p>10</p> <p><u>Divergent Minds CoP</u></p>	<p>11</p> <p>Get familiar with OER: Creative Common Licenses, OER, and OP: 4-part Mini-Series</p> <p>Passport to Teaching Effectiveness: 6-part Mini-Series</p>	<p>12</p>	<p>13</p> <p><u>AI as Ally: 3-Part Mini-Series</u></p>	<p>14</p> <p><u>Online Educators' CoP</u></p>
17	<p>18</p> <p><u>SoTL Lunch and Learn</u></p> <p>Get familiar with OER: Creative Common Licenses, OER, and OP: 4-part Mini-Series</p> <p>Passport to Teaching Effectiveness: 6-part Mini-Series</p>	<p>19</p> <p><u>Challenging Teaching CoP</u></p>	20	21
24	<p>25</p> <p><u>Online Educators' CoP</u></p> <p>Introduction to SoTL</p> <p><u>Academic Integrity Community of Practice</u></p>	<p>26</p> <p><u>Leveraging Technology to Support UDL in Math Education - Enhancing Accessibility and Engagement</u></p>	<p>27</p> <p><u>Leveraging Technology to Support UDL in Math Education - Enhancing Accessibility and Engagement</u></p>	28
<div style="background-color: #0056b3; color: white; padding: 10px; font-weight: bold; font-size: 2em;">             TLX DAY WINTERSESSION           </div>				

# MARCH



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
03 <u>Challenging Teaching CoP</u>	04 <u>Introduction to SoTL</u> <u>Open Pedagogy and OER CoP</u>	05 <u>Academic Program Coordinators' Collective Community of Practice</u>	06	07
10 <u>Divergent Minds CoP</u>	11 <u>AI as Ally: 3-Part Mini-Series</u>	12	13	14 <u>Online Educators' CoP</u>
17	18 <u>Challenging Teaching CoP</u> <u>Academic Integrity CoP</u> <u>SoTL Lunch and Learn</u>	19 <u>UDL CoP</u>	20 <u>UDL CoP</u>	21
24	25 <u>EdTech CoP</u> <u>Online Educators' CoP</u>	26	27	28
31				

# APRIL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	01	02 <u>Academic Program Coordinators' Collective CoP</u>	03 <u>AI as Ally: 3-Part Mini-Series</u>	04
07 <u>Divergent Minds CoP</u>	08	09 <u>Challenging Teaching CoP</u>	10	11 <u>Online Educators' CoP</u>
14 <u>Challenging Teaching CoP</u>	15 <u>Academic Integrity Community of Practice</u> <u>SoTL Lunch &amp; Learn</u>	16	17	18
21	22	23	24	25
28	29	30		

# LEARN ABOUT THE SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)



## SoTL Lunch and Learn

**Tuesday, January 21 12:00 PM - 1:00 PM**

**Tuesday, February 18 12:00 PM - 1:00 PM**

**Tuesday, March 18 12:00 PM - 1:00 PM**

**Tuesday, April 15 12:00 PM - 1:00 PM**

Participants are invited to join a dynamic community of practice to explore the scholarship of teaching and learning (SoTL) and its applications across the College. Each session will feature a speaker and/or discussion topic, offering opportunities for participants of all experience levels—whether new to SoTL or more advanced—to engage and learn. Sessions are designed to be flexible, allowing participants to attend as their schedules permit and will be offered both online and in-person.

[Register on Cornerstone.](#)

## Introduction to SoTL

Facilitator/Format: Anita Acai and Sharmaine Itwaru. Offered In-person.

**Tuesday, February 25 10:30 AM - 12:00 PM: Part 1**

**Tuesday, March 4 12:00 PM - 1:30 PM: Part 2**

Approaches to Investigating Teaching and Learning (Two-Part Workshop): This two-part in-person workshop introduces the scholarship of teaching and learning (SoTL), exploring its definition and a range of methodologies and methods—both quantitative (e.g., surveys, experiments) and qualitative (e.g., interviews, focus groups, observations)—that inform SoTL research. Designed to be interactive, the sessions will include discussions, exemplars, and opportunities to brainstorm and develop your own SoTL research ideas. Part 1 will focus on quantitative approaches, while Part 2 will focus on qualitative approaches. Participants are encouraged to attend both sessions but are welcome to join either based on their interests and availability.

[Register on Cornerstone.](#)

# SoTL SoTL SPARK GRANTS PROGRAM

## Spark Your SoTL Ideas into Action!

We are thrilled to launch the SoTL Spark Grants Program in January 2025! These grants are designed to build capacity and foster a vibrant community of practice in the scholarship of teaching and learning (SoTL) among full-time and contract faculty at George Brown College.

### Here's how it works:

- Start with an idea and approval from your Associate Dean.
- Participate in two proposal development sessions to refine your project.
- Submit your proposal for approval, and once it's approved, you'll be guaranteed funding of up to \$2,000 per faculty member!

Funding is needs-based—cover only what your project requires for success.

Plus, faculty are compensated for their time:

- Full-time faculty: 2 hours "below the line" on their Standard Workload Form (SWF).
- Contract faculty: A research contract for 2 hours per week.

Want to explore a new ed tech tool in your classroom? Thinking about testing a fresh approach to assessment? Curious about ways to boost student engagement? This is your chance to find answers to the teaching and learning questions you've been curious about, supported by the resources and community you need! Stay tuned for updates on our website, including the application form, which will be due on Monday, January 20th, 2025. Got questions? Contact Anita Acai, Director, SoTL at [Anita.Acai@georgebrown.ca](mailto:Anita.Acai@georgebrown.ca).



# NEW FACULTY



## New Faculty Academy

**Available for new full-time, permanent faculty. In-person/Online.**

The New Faculty Academy (NFA) is a mandatory two-year professional development (PD) program for all newly hired full-time, permanent faculty. This program provides an opportunity for faculty to explore the literature and evidence related to teaching and learning, engage in ongoing reflection, and participate in ongoing dialogue and networking with colleagues from across the institution.

### Learning Outcomes

Incorporating learner-centred methodology, Universal Design for Learning, and principles of Outcomes-based Education, the NFA supports new faculty to:

- Contribute to a professional network and community of educators.
- Engage in ongoing dialogue and reflection around teaching perspectives and practices.
- Integrate inclusive practices and equity-minded approaches to teaching and learning.
- Analyze curriculum through a critical lens.
- Apply outcomes-based principles to course design, delivery, and assessment of learning.

## New Contract Faculty Orientation Session

**Facilitator:** Lazaros Simeon

These welcome sessions will introduce you to vital supports and services that are available to all staff, explore important resources for faculty, and touch on things to anticipate on your first day in the classroom – whether it's online or in-person.

[Register on Cornerstone.](#)





# MICRO-CERTIFICATES



## Foundations of Teaching Excellence Micro-Certificate

As a part of our commitment to supporting our newest contract faculty, the TLX is happy to offer “Foundations of Teaching Excellence: Micro-Certificate”. This program is targeted for contract faculty and instructors who have been teaching at the college for fewer than 5 years (though it is open to all faculty). It involves approximately 15 hours of online learning as well as 4 synchronous online sessions.

The tuition for this program is \$300, but we are offering it free of charge to George Brown faculty.

Successful participants will receive a digital certificate of completion at the end of the program.

Seats are limited.

### Learning Outcomes

By the end of this course you will be able to:

Apply current principles of adult education when planning, implementing and evaluating learning and curriculum.

Design learning to support student engagement, success, and inclusion.

Integrate new ideas into current practices, including educational technology and instructional strategies.

Articulate the value and role of inclusion and belonging within the context of post-secondary education.

The criteria for successful completion includes engagement in discussions, journal reflections, group and individual activities in each module as well as submission of a final 'assignment' which synthesizes many of the ideas you generated in your culminating journal activities from each module. The intention is that this course will support your sustainable teaching practice.

[Click here to register.](#)



## Academic Policy Micro-Certificate

This asynchronous, 2.5-hour, self-directed online micro-certificate is designed to equip faculty at George Brown College with updated knowledge and understanding of key academic policies crucial to their roles as faculty. Through a blend of interactive modules and self-paced learning materials, learners will work through 5 modules to become familiar with the following George Brown policies: Assessment of Student Learning; Work Integrated Learning; Class Cancellation; Academic Nomenclature; and Copyright Policy. Each policy will be explored separately, focusing on recent substantive amendments to existing policies or newly created policies. Participants in the micro-certificate will have continuous access to the policies across all modules. They will be able to revisit content and repeat assessment tasks as needed to achieve a thorough understanding of the materials. These modules are for all faculty to ensure consistent application of policies across George Brown College, enhancing overall academic quality and student satisfaction. Successful completion of each module will earn participants a George Brown badge, which can be applied to the Policy Micro-Certificate upon completion of all micro-certificate modules.

[Click here to register.](#)

## OER Essentials: Transforming Teaching with Open Resources Micro-Certificate

**Beginning February 3, 2025**

**Transforming Teaching with Open Resources** provides a foundational exploration of **Open Educational Resources (OER)** and their transformative potential in higher education. In this asynchronous, 20-hour, self-directed online micro certificate, participants will gain an understanding of OERs, including Creative Commons licensing mechanisms, accessibility requirements, and technology tools supporting OER curriculum integration. Participants will evaluate the benefits and challenges associated with adopting, adapting, or creating OER for college-level courses. Discussion forums will provide an opportunity to connect with colleagues, share and explore strategies to foster a more inclusive and collaborative learning environment with OER in various teaching and learning contexts. This micro certificate emphasizes practical application, guiding participants to apply OER principles and to incorporate OER into their courses. Live interactive online synchronous sessions will provide an opportunity to share ideas and learn from and with colleagues. As a micro certificate final artefact, participants will create or adapt an OER which is aligned with their courses' learning outcomes and student needs, with a strong focus on accessibility and inclusivity.

[Click here to register.](#)

## Critical Approaches to Generative AI In Education Micro-Certificate

**Beginning February 10, 2025**

Critical Approaches to Generative AI Tools in Education provides faculty learners with the space and resources to understand the ethical implications of Generative AI (GenAI) tools and their origins (Part 1) while supporting the thoughtful consideration of these tools into an educational context (Part 2). In this 19 hour micro-certificate, learners will work through interactive asynchronous modules to deepen their understanding of GenAI tools. Learners will be encouraged to explore and experiment with GenAI tools that can provide efficiencies to their practice and support to educational aims like accessibility. In live synchronous web conferencing sessions, learners will make connections with other faculty and share their experiences and resources. Learners will have an opportunity develop and refine a digital repository of prompts, materials, tools and strategies which demonstrate their interpretation of ethical implications of GenAI models and strategies and processes for utilizing Generative AI applications within a field-specific educational context. Successful completion of each module will earn participants a George Brown badge, which can be applied to the Critical Approaches to Generative AI Tools in Education Micro-Certificate upon completion of all modules.

[Click here to register.](#)

## Teaching in a Culturally Diverse Spaces

**Beginning January 27, 2025**

The Teaching in Culturally Diverse Spaces micro-certificate is a 20-hour professional learning opportunity consisting of four (4) asynchronous modules and two (2) facilitated sessions. It offers insights and strategies that will help faculty, and their students, thrive in today's culturally diverse post-secondary classrooms. Participants will explore the influence of culture on teaching and learning; reflect on their power, perspectives, and practice; and apply strategies to create an effective learning experience for their students. Upon completion, participants will be able to start integrating cultural humility into their teaching practice, engage in deeper exploration of these topics, and be prepared to advocate for meaningful change at both the program and institutional levels.

[Click here to register.](#)

## Universal Design for Learning (UDL) Certificate

Participants in this course embark on a learning journey that focuses on the Universal Design for Learning (UDL) framework and expands its current application to address the impacts and intersectionality of oppressions that our learners may experience as barriers to reaching their full learning potential. These barriers may include anti-Black racism, anti-Indigenous racism, homophobia, transphobia, sexism, ableism, etc. In this course, participants explore the UDL framework and examine its intersections with complementary initiatives such as antiracism, decolonization, the social model of disability, and others. The UDL framework offers opportunities to co-design inclusive learning environments, honour students' lived experiences and unique strengths and challenges, and work towards creating welcoming learning environments where all students belong and thrive. **Registration opens soon!**

## AODA for Educators (Digital Accessibility Certificate)

This module aims to enhance your understanding of disability, promote inclusivity, and provide practical strategies for creating an accessible and supportive learning environment for students. This training module course is a partnership with George Brown College's Office of Anti-Racism, Equity and Human Rights Services (OAREHRS), The Teaching and Learning Exchange (TLX), and Accessible Learning Services (ALS). This module will fulfill the AODA (Accessibility for Ontarians with Disabilities Act) for Educators' provincial training requirements as well as serve as one of the foundational modules for a digital accessibility micro-credential offered through the Teaching and Learning Exchange.

All faculty (full-time and contract are required to complete this micro-certificate as part of GBC AODA compliance obligations. **Registration will occur by department, you will automatically be registered in Brightspace and notified when it is your department's turn**



# MINI SERIES



## Get familiar with OER: Creative Common Licenses, OER, and OP: 4-part Mini-Series

Facilitator/Format: Elena Chudaeva. Offered Online.

**Tuesday, Jan 28, 2025 1:00 PM - 2:30 PM**

This is workshop #1 in a series of four workshops. The goal for the mini-series is to raise awareness about open pedagogy and OER and develop OER literacy skills. In this workshop, we will explore various types of Creative Commons (CC) licenses, which explicitly allow for uses beyond those typically allowed under copyright law. We will discuss the definitions of Open Educational Resources (OER) and Open Pedagogy (OP) practices. We will consider how moving towards a wider range of options for teaching and learning materials can support course development and remove barriers to student success.

The available support at the college and resources will be shared. Each workshop will include a presentation and an open discussion.

## Finding OER: OER Repositories and Citing OER

**Tuesday, Feb 4, 2025 1:00PM - 2:30 PM**

This is workshop #2 in a series of four workshops. The goal for the mini-series is to

raise awareness about open pedagogy and develop OER literacy skills. In this workshop, we will provide examples of OER repositories, including Ontario Open Library, BCcampus Open Library, Merlot collection, OpenStax, Wikimedia Commons, and more. The workshop will include a demonstration and an opportunity for hands-on activities.

## Finding OER: Search Tips and Evaluating Criteria

**Tuesday, Feb 11, 2025 1:00 PM - 2:30 PM**

This is workshop #3 in a series of four workshops. The goal for the mini-series is to raise awareness about open pedagogy and OER and develop OER literacy skills. In this workshop, we will provide tips for finding OER relevant to your courses and activities. We will discuss why evaluating OER yourself is important and what evaluation criteria can be used. Several evaluation rubrics will be discussed.

## Creating OER: Introduction to Pressbooks

**Tuesday, Feb 18, 2025 1:00 PM - 2:30 PM**

This is workshop #4 in a series of four workshops. The goal for the mini-series is to raise awareness about open pedagogy and OER and develop OER literacy skills. In this workshop, we will demonstrate Pressbooks, a tool for OER creation provided by eCampusOntario. We will discuss its main features. We will also discuss the steps of the OER creation process.

**Facilitators/Format:** Elena Chudaeva, TLX and Heather Buffet, Library Learning Commons. Online only.

[Register on Cornerstone.](#)

## Passport to Teaching Effectiveness: 6-part Mini-Series

Facilitator/Format: Lazaros Simeon. Offered Online.

Designed for New Contract Faculty; Available to all faculty.

### Co-creating a Climate for Learning

**Tuesday, Jan 14, 2025, 2:00 PM - 3:30 PM**

This is workshop #1 in a series of six workshops. This webinar will cover the principles behind effective classroom management. Effective classroom management is much more than simply administering corrective measures when students misbehave. It has to do with developing and implementing proactive ways to prevent problems from occurring in the first place while at the same time creating a positive learning environment. We will discuss such topics as

- working with learners to create a classroom environment that fosters student engagement.
- developing and implementing proactive strategies that build a community of learners.
- and reflecting on our assumptions about student classroom behaviour and how these affect our teaching.



### Planning Effective and Engaging Lessons

**Tuesday, Jan 21, 2025, 2:00 PM - 3:30 PM**

This is workshop #2 in a series of six workshops. It may sound redundant to say that the key to planning a good lesson is to plan. A good lesson plan can make the job of teaching easier, and it can facilitate a deeper, more rewarding learning experience for you and your students. This module will introduce you to the Learning Cycle and help you to create a lesson plan in which the objectives and activities align with your course outcomes. We will also look at ways you can utilize Brightspace to help make your classroom time one of discussion and exploration rather than one of just content delivery.

[Register on Cornerstone.](#)

### Creating Engaging and Effective Assessments

**Tuesday, Jan 28, 2025, 2:00 PM - 3:30 PM**

This is workshop #3 in a series of six workshops. How can teachers use the principles of authentic assessment to measure students' learning outcomes and competencies? How can teachers develop alternative assessments that are more resistant to generative AI manipulation and plagiarism? In this webinar, we will try to answer these and other questions. We will also have the opportunity to share and discuss our own experiences and challenges with assessment in our courses and disciplines. By the end of this workshop, you will be able to design and develop assessments that are aligned with your learning objectives, authentic to your context, and responsive to the emerging trends and issues of generative AI.

[Register on Cornerstone.](#)

Workshops 4,5 & 6 continue on the next page...

## Formative Assessment: Feedback to Feed Forward

**Tuesday, Feb 4, 2025, 2:00 PM - 3:30 PM**

This is workshop #4 in a series of six workshops. Determining your purpose for assessment of your students is key to becoming an effective teacher. However, not all assessment needs to be an assessment “of learning.” This webinar will explore practical and easy-to-use strategies we can deploy to find out how much our students are learning, what they’re learning, and how our teaching can change to improve their learning. Effective Assessment Strategies Developing interesting assessments can provide your teaching with greater effectiveness, and it can help to increase your students’ engagement. It can also become an important medium of communication in the classroom and help to create an important dialogue between you and your learners. We will especially explore the impact of generative AI on the assessment landscape. After this session, participants will be able to understand the connection between assessment and student engagement; how to define authentic assessments; and how using rubrics can save time and enhance the quality of your feedback. You will also be able to understand the importance of alignment between your assessments and your course's learning outcomes.

[Register on Cornerstone.](#)

## Active Learning In-Person and Online

**Tuesday, Feb 11, 2025, 2:00 PM - 3:30 PM**

This is workshop #5 in a series of six workshops. Active Learning is an approach to teaching and learning that builds on a learner-centered focus. It can be contrasted to more conventional modes of instruction where teachers do most of the talking (usually in lectures) and students learn passively. This workshop will explore the ways that we can start our teaching by thinking about what our students will be “doing” in class. We will look at developing and incorporating appropriate techniques to foster student interaction in the classroom.

[Register on Cornerstone.](#)

## Using Your Course Evaluations to Foster Reflection and Improve Your Teaching

**Tue, Feb 18, 2025, 2:00 PM - 3:30 PM**

This is workshop #6 in a series of six workshops. At the end of each semester, we ask students to provide feedback on our effectiveness as teachers in the form of student feedback questionnaires (SFQs). But what can students tell us about our teaching? If we’re open to reflecting on them, the end-of-semester student feedback questionnaires contain valuable information and clues on how we can become better teachers.

[Register on Cornerstone.](#)

## AI as Ally: 3-Part Mini-Series

Facilitators/Format: Gian Michele Pileri, Rocio Conde. Offered Online.

In this hands-on series, we'll take a closer look at various tools that either are fully powered by Gen AI, or widely used tools that incorporate Gen AI features, and explore how they can empower instructors to enhance teaching, student engagement, and personalized learning experiences. Come ready to experiment and create with Gen AI!

### AI as Ally Series: Copilot

**Thursday, Feb 13, 2025 12:00 PM - 1:00 PM**

Microsoft Copilot is a generative AI assistant. It leverages the power of large language models, like GPT-4, to assist users in various tasks. It can be incredibly useful for both students and faculty. For example, Copilot can help create lesson plans, quizzes, and other educational materials quickly, and it can assist in personalizing learning experiences by generating tailored content and resources based on individual student needs. This is workshop #1 in a series of three workshops.

### AI as Ally Series: Padlet

**Tues, March 11th, 2025 12:00 PM - 1:00 PM**

Discover how to create interactive boards effortlessly and enhance student engagement with AI-generated content. Learn how these innovative tools can support student collaboration and make your classes more dynamic and effective. Don't miss this opportunity to explore the future of education with Padlet's AI capabilities! This is workshop #2 in a series of three workshops.

### AI as Ally Series: Mentimeter

**Thurs, April 3, 2025 12:00 PM - 1:00 PM**

Mentimeter, the widely used polling platform, has now exciting Gen AI features to support faculty! The AI Menti Builder can quickly create presentations by generating a starting point based on the input provided. It can save time and ensure that presentations are engaging and well-structured. When faculty ask open-ended questions during a presentation, the AI can automatically group similar responses. This makes it easier to analyze and discuss the results, especially when dealing with many responses. During interactive sessions Mentimeter can enhance the interactivity of sessions by providing real-time feedback and insights based on audience responses. This is workshop #3 in a series of three workshops.

[Register on Cornerstone.](#)





SCHEDULED WORKSHOPS

# EDUCATIONAL TECHNOLOGY



## XR Academy Information Session

Facilitator/Format: Gian Michele Pileri. Offered Online.  
**Thursday, January 23 12:00 PM - 1:00 PM**

With the power of virtual reality, educators can transport students to historical events, explore scientific concepts in three dimensions, and foster creativity in entirely new ways.

Join us in the information session to learn more about the XR Academy, a program designed to discover the world of Extended Reality (which includes Virtual Reality – VR, and Augmented Reality – AR) and discuss opportunities to integrate these technologies into our teaching.

[Register on Cornerstone.](#)

## Zoom Beginners Guide

Offered Online.

**Friday, January 10 11:00 AM - 12:00 PM**  
**Thursday, January 16 1:00 PM - 2:00 PM**

Are you new to Zoom and wondering how to get started? Join us for our upcoming Zoom Beginners Guide session! During this hour-long session our team will walk you through the basics of Zoom and provide tips for a successful virtual meeting experience.

[Register for the session on January 10th on Cornerstone.](#)

[Register for the session on January 16th on Cornerstone.](#)



## SCHEDULED WORKSHOPS

# BRIGHTSPACE TRAINING



## Module 1: Brightspace Environment and Content Creation

**Tuesday, January 13 1:00 PM - 2:00 PM**

Module 1 provides an overview of the Brightspace environment, highlighting tools, widgets, and other helpful features to support you and your learners. We will also explore options for creating and organizing your course content. This module serves as the foundation for the upcoming sessions and is the first of three modules geared towards new users.

[Register on Cornerstone.](#)

## Module 2: Communication Tools in Brightspace

**Tuesday, January 14 1:00 PM - 2:00 PM**

Module 2 focuses on the various Communication tools in Brightspace and explores options for engaging with your learners. This is the second module of our three-part series geared towards new users.

[Register on Cornerstone.](#)

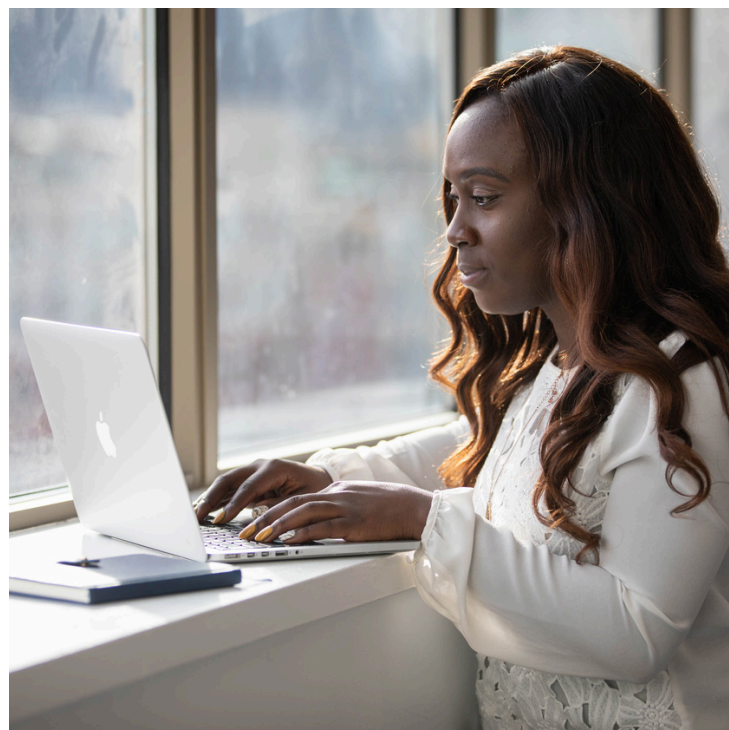
## Module 3: Assessments and Grading in Brightspace

**Thursday, January 9 1:00 PM - 2:00 PM**  
**Wednesday, January 15 1:00 PM - 2:00 PM**

Module 3 provides an overview of assessment and grading tools available in Brightspace. This is the final module of our three-part introductory series.

[Register on Cornerstone for January 9th.](#)

[Register on Cornerstone for January 15th.](#)



## Next Steps in Brightspace: Release Conditions, Intelligent Agents, and Badges

Tuesday, January 21 1:00 PM - 2:00 PM

Want to add some powerful tools to your teaching toolkit? Then join our workshop and discover what you can do with Release Conditions, Intelligent Agents, and Badges. Some actions we'll explore:

- Tailoring content delivery to meet specific criteria to ensure students receive the right materials at the right time.
- Automating personalized communications and reminders to help you stay connected with your students.
- Recognizing student achievements to foster a more motivating and rewarding learning environment.

We'll unpack how these tools work together to help you create a dynamic and responsive learning experience in your course.

[Register on Cornerstone.](#)

## Next Steps in Brightspace: From Grade Book to 'Great' Book!

Thursday, January 23 11:00 AM - 12:00 PM

Feeling confused about your grade book? Don't worry, we're here to help you ace it! In this session, we'll explore two workflows that can yield insights into how the grade book system works and help you troubleshoot common issues. We'll delve into these topics:

- The difference between creating grade items and creating assessments
  - Avoiding, spotting, and fixing grade book inconsistencies
  - Creating a calculated column for midterm grades
- By the end of the session, you'll have a better understanding of the grade book and feel more confident in managing this essential Brightspace tool.

[Register on Cornerstone.](#)



## Next Steps in Brightspace: Crush it with Creator+

**Tuesday, January 28 1:00 PM - 2:00 PM**

As a passionate and busy educator, you're constantly looking for ways to engage your students in creative and efficient ways. What if you could use built-in tools in Brightspace to help? With Creator+ tools, you can enhance your content and create interactive elements within your pages in just a few steps. Some topics we'll cover:

- Presenting lengthy content into manageable chunks of information
- Creating quick, low-stakes activities to check comprehension
- Adding captivating elements to convey concepts

In this workshop, you'll learn how to use Creator+ and try elements you can immediately incorporate into your Brightspace course.

[Register on Cornerstone.](#)

## Next Steps in Brightspace: Making Awesome and Accessible Content Pages

**Thursday, January 30 1:00 PM - 2:00 PM**

Every student deserves an accessible and positive learning environment, including Brightspace. Students vary in the ways they perceive information and operate technology. If we design our learning spaces with accessibility in mind, we remove barriers and create more welcoming and inclusive experiences. This is essential, especially for students with disabilities.

Brightspace has a great set of tools, and we'll spend some time to do the following:

- Discover the tools in Content Editor (the box with all the buttons!) for formatting and accessibility.
- Create beautiful content pages, which you can use as templates for efficiency and consistency.
- Explore layouts to organize your content.

By the end of the workshop, you'll be able to use these tools to create awesome and accessible Brightspace pages.

[Register on Cornerstone.](#)

# COMMUNITIES OF PRACTICE (CoP)



## Academic Program Coordinators' Collective Community of Practice

Wednesday, February 5 3:00 PM - 4:00 PM

Wednesday, March 5 3:00 PM - 4:00 PM

Wednesday, April 2 3:00 PM - 4:00 PM

Facilitator: Lazaros Simeon

Welcome to the monthly meeting space for all things program coordinator related. Are you a new coordinator or a seasoned expert in the academic advising space? Come join us for monthly drop-in chats where coordinators can join together to share best practices and learn from each other's successes and struggles so we can be even more supportive for our students.

[Register on Cornerstone.](#)

## Academic Integrity Community of Practice

Tuesday, Jan 21, 2025 3:00 PM

Tuesday, Feb 25, 2025 3:00 PM

Tuesday, March 18, 2025 3:00 PM

Tuesday, April 15, 2025 3:00 PM

Facilitator: Anna Bartosik

The Academic Integrity Community of Practice is an informal drop-in discussion held once a month for all members of the George Brown Community to chat, share stories, discuss, and learn from each other about all matters pertaining to academic integrity. The drop-ins take place virtually on Zoom and the TLX Teams page has a dedicated Academic Integrity Community of Practice channel where folks share articles of interest, social media posts and upcoming conferences of note as well as ask questions. The ultimate intention of this community of practice is preventing harm to students. In lieu of a formal agenda, discussion topics are suggested by the community of practice participants. Please reach out to Anna Bartosik (she/ona/elle) [anna.bartosik@georgebrown.ca](mailto:anna.bartosik@georgebrown.ca) with suggested topics and expressing interest in leading a discussion.

[Register on Cornerstone.](#)

## Online Educators' Community of Practice

Facilitator: griffin epstein

Friday, January 17 10:00 AM - 11:00 AM  
 Tuesday, January 28 4:00 PM - 5:00 PM  
 Friday, February 14 10:00 AM - 11:00 AM  
 Tuesday, February 25 4:00 PM - 5:00 PM  
 Friday, March 14 10:00 AM - 11:00 AM  
 Tuesday, March 25 4:00 PM - 5:00 PM  
 Friday, April 11 10:00 AM - 11:00 AM

Do you teach online? Are you looking for a place to troubleshoot, try out new things, and just connect? Come build community with us! Join other online educators as we explore places of tension and joy in our classrooms, build the skills to create more community-oriented and anti-oppressive online learning environments, and contribute to a growing collective resource of tips, techniques and ideas. Reach out directly to [griffin.epstein@georgebrown.ca](mailto:griffin.epstein@georgebrown.ca) with any questions or access needs.

[Register on Cornerstone.](#)

## Open pedagogy and OER Community of Practice

Facilitator: Elena Chudaeva, TLX and Heather Buffet, Library Learning Commons.

**Begins Tuesday, March 4 1:00 PM**

In this meeting we will use a real-time agenda which is a process for co-creating, prioritizing and discussing a list of topics in real time. The goal is to raise awareness about open pedagogy and OER around the college and to identify the needs of faculty and support necessary to increase the use of OER and open pedagogy strategies in the classroom.

You are encouraged to come up with a topic for our agenda. We will prioritize the topics together. Objectives:

At the end of this session, you should be able to:

- Share your experiences with OER and open pedagogy with colleagues.
- Discuss possible uses of OER in your courses.
- Explore open pedagogy approaches for college courses.
- Build relationships with other OER enthusiasts at GBC.

[Register on Cornerstone.](#)



## UDL Community of Practice

Register today for the Universal Design for Learning (UDL) Community of Practice (CoP) meeting space! This is a space for all GBC educators interested in connecting with others and deepening reflection and practice of the UDL framework.

### January's Topic topic: Understanding Executive Functions and Integrating UDL approaches

Facilitator: Dr. Rachel Shalit, Learning Strategist, Accessible Learning Services

**Tuesday, January 14 10:00 AM (virtual - Zoom) OR**

**Thursday, January 16 2:00 PM (virtual - Zoom)**

Executive functions are cognitive processes that help people set up plans, carry out tasks, and monitor their performances when working toward goals. For example, planning out what to do to write an essay, as well as designating appropriate time frames for each task while editing and getting the essay in on time. These functions live in the pre-frontal cortex of the brain and often do not fully come 'online' until age 25. UDL strategies can help improve executive functions by scaffolding student progress on assignments, tests and projects by integrating strategies such as extra time, providing examples of previous projects and inviting students to submit different styles of work that meet academic requirements.

In this UDL Community of Practice, we will explore scenarios that occur in class, in group work, and on assignments and tests that can cause issues in Executive Functions and how to resolve them. We will also discuss how providing options in learning may enhance students' abilities to problem-solve and generalize behaviours and solutions to novel experiences. This session of the UDL Community of Practice will focus on how developing Executive Functions that is embedded in the Universal Design for Learning framework can support adult learners to ameliorate Executive Functions in and outside of the classroom to have lasting impacts. [Register on Cornerstone.](#)

### February's Topic: Leveraging Technology to Support UDL in Math Education - Enhancing Accessibility and Engagement

**Wednesday, February 26 10:00AM**

**OR Thursday, February 27 2:00 PM**

Facilitators: Marissa Malkowski and Judith Roth. Online Only.

In today's diverse classroom, educators face a multitude of challenges including varied baseline knowledge, different past learning experiences, subject anxiety, and low confidence among students. Additionally, diverse learning needs and language proficiency levels add another layer of complexity. Math, while often seen as a subject with one correct answer, offers multiple pathways to reach that answer. How do we navigate these complexities and ensure every student thrives?

In this presentation, we'll explore how technology can play a pivotal role in fostering inclusivity and engagement in math education. While technology alone isn't a silver bullet, it offers significant support. We'll delve into strategies such as dividing lectures into manageable 20 to 30-minute sessions followed by interactive Learning Activities through platforms like Brightspace.

We'll highlight tools that guide students through problem-solving steps, provide example solutions, and offer diverse help options including videos, animations, textbooks, and instructor support. This flexibility allows students to work in comfortable environments and seek help even when they're not in class, enhancing motivation and ownership of learning.

Join us as we explore practical strategies to leverage technology in making math education more accessible, engaging, and inclusive for all students.

[Register on Cornerstone.](#)

### **March's Topic: Open Discussion about integrating UDL and AI**

#### **Community of Practice**

**Tuesday, March 18, 2025 10:00 AM**

**Thursday, March 20, 2025 3:00 PM**

Universal Design for Learning (UDL) has taken on a greater role in our teaching practices in recent years, offering valuable guidance for navigating today's diverse learning environments. As AI becomes more prevalent, it presents exciting possibilities for enhancing UDL by personalizing learning, improving accessibility, and fostering engagement.

This facilitated discussion invites faculty to explore how AI tools—such as Grammarly, Otter.ai, and Seeing AI—can support more inclusive teaching practices. No prior experience with AI (or even enthusiasm for it) is required! Whether you're curious or cautious about AI, this session will provide practical strategies without needing technical expertise.

If time permits, we'll also touch on challenges like AI bias, privacy concerns, and over-reliance on technology, working together to brainstorm potential solutions.

We welcome anyone interested in exploring this topic to join us for an engaging, interactive conversation. Bring your ideas, questions, and curiosity as we reimagine inclusive learning for all students.

[Register on Cornerstone.](#)

### **EdTech Community of Practice**

**Thurs, February 6 12:00PM -1:00 PM**

**Tues, March 25 12:00 PM -1:00 PM**

Facilitators: Gian Michele Pileri and Rocio Conde

Welcome to the EdTech Community of Practice meeting space. Join us to share your success and failure stories, anecdotes, creative ideas, and offer support as we explore the dynamic world of educational technology together. If you would like to host a meeting or present a topic of discussion, please contact Rocio (rocio.conde@georgebrown.ca) or Gian (gianmichele.pileri@georgebrown.ca).

[Register on Cornerstone.](#)



## Divergent Minds Community of Practice: Discussion Group for Neurodivergent Staff & Faculty

Facilitator: Kate Klein

**Monday, January 13 10:30 AM - 11:30 AM**

**Monday, February 10 11:00 AM - 12:00 PM**

**Monday, March 10 10:30 AM - 11:30 AM**

**Monday, April 7 11:00 AM - 12:00 PM**

Please note: This session is designed for neurodivergent\*\* educators and other staff to get together and talk about their experiences. If you don't personally identify as neurodivergent but would like to learn more about the topic, please email [kate.klein@georgebrown.ca](mailto:kate.klein@georgebrown.ca) or message them on Teams to request a workshop for a general audience.

These days, more and more college staff understand how important it is to celebrate the wide range of ways a mind can work amongst students. But there is far less space made to learn about neurodiversity-centred practices from those with particular expertise: neurodivergent educators and neurodivergent student support workers.

This facilitated discussion will centre around two big questions:

- 1) How does your own neurodivergence shape your practice of supporting students?
- 2) What have your experiences as a neurodivergent person taught you about how to create school environments where neurodivergent students can belong?

We will take notes in our discussion in the hopes of creating a resource about neurodiversity-centred teaching and student support – stemming from our lived expertise – that others can benefit from.

\*\* “Neurodiversity” is a wide umbrella that encompasses many experiences and does not require a doctor’s stamp of approval to belong in. The term includes anybody with lived experience of having a brain or mind that society has decided isn’t “normal” – which includes a lot of us. If you are wondering whether you belong in a gathering of neurodivergent educators, let’s just say you do! Come, and see if it’s a good fit. All who feel connected (or a curiosity of a connection!) to this experience are welcome, including self-realized (sometimes called “self-diagnosed”) folks, and including anybody who doesn’t think about their minds through the lens of diagnosis at all.

**[Register on Cornerstone.](#)**

## Challenging Teaching Community of Practice

Facilitators: griffin epstein and Kate Klein

### Challenging Teaching Community of Practice: Introduction/Practice Space

**Session 1: Monday, January 20 11:00 AM - 12:00 PM**

Join us for the first session of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It's also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

In this session we will introduce the Community of Practice and hold our first Challenging Teaching Practice Space, an open forum for faculty to bring tricky classroom situations to their peers for brainstorming, problem-solving, and advice.

### Challenging Teaching Community of Practice: Trauma-Informed Approaches to Academic Integrity (Workshop)

**Session 2: Tuesday, February 4th 9:30 AM - 11:00 AM**

Many of our conversations about academic integrity focus on how to identify plagiarism and respond when we see it. But as educators, are there ways that we can sometimes prevent it? This 1-hour workshop will argue that cheating is a common, understandable, and (sometimes) preventable reaction to learners' challenging emotions and difficult life circumstances. We will explore whether there are ways that teachers can work within our spheres of influence to address some of the root causes of plagiarism in our classroom.

This workshop is a part of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It's also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

### Challenging Teaching Practice Space

**Session 3: Wednesday, Feb 19 10:00 AM - 11:00 AM**

The Challenging Teaching Practice Space is an open forum for faculty to bring tricky classroom situations to their peers for brainstorming, problem-solving, and advice.

This monthly discussion is a part of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It's also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

Session 4,5,6 and 7 are on the following page.

## Challenging Teaching Community of Practice continued...

### Challenging Teaching Community of Practice: Exploring Alternatives to Punishment (Workshop)

**Monday, March 3rd 11:00 AM - 12:30 PM**

Research shows that students learn best when they feel safe and supported. But many of us have been taught — either intentionally or unintentionally — that the best way to motivate people is through fear, shame, and negative consequences. Even when we think we know better, it can be easy to fall into old “punishment habits”. In this 1-hour workshop, we’ll discuss some common punitive teaching strategies, unpack their intentions, and brainstorm nonpunitive alternatives that meet the same aims.

This workshop is a part of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It’s also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

### Challenging Teaching Practice Space

**Tuesday, March 18th 10:00 AM - 11:00 AM**

The Challenging Teaching Practice Space is an open forum for faculty to bring tricky classroom situations to their peers for brainstorming, problem-solving, and advice.

This monthly discussion is a part of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It’s also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

### Collaborative Workshop with the UDL Community of Practice

**Tuesday, April 1 9:30 AM - 11:00 AM and Thursday, April 3rd 10:00 AM - 11:30 AM**

One of the most common barriers that faculty describe around implementing UDL is the upfront work of shifting curriculum to include these principles and new ideas. This workshop will explore possibilities for integrating UDL practice into the reality of faculty's working lives, including considerations for contract faculty, increasing class sizes, and the complexity of student accommodation needs.

### Challenging Teaching Practice Space

**Monday, April 14th 11:00 AM - 12:00 PM**

The Challenging Teaching Practice Space is an open forum for faculty to bring tricky classroom situations to their peers for brainstorming, problem-solving, and advice.

This monthly discussion is a part of the Challenging Teaching CoP, a community for anyone who wants to build more tools to navigate complexity and challenge in a wide range of learning spaces. It’s also for educators who want to challenge unquestioned norms of teaching and learning, and facilitate learning environments that prioritize equity, accessibility, and student choice.

[Register on Cornerstone](#)

# ON DEMAND WORKSHOPS



Also known as “The a la Carte Process”. Select a menu item you'd like to book, and email [tlx@georgebrown.ca](mailto:tlx@georgebrown.ca). Associate Deans and/or a group of faculty can book an item. We are pleased to facilitate groups from 8 to 150 participants.

## Teaching and Learning Strategies:

### Rubrics Revisited

Using rubrics to evaluate students' work can help to clarify expectations for both teachers and learners. Developing and designing rubrics is also a great way for teachers to reflect on the meaning and purpose of a learning activity to understand how it aligns with learning outcomes and to determine its appropriateness for the course. This workshop will also focus on the rubric creation tool in Brightspace.

### Maximizing Metacognition in our Teaching Practice

Join us for a workshop designed for faculty seeking to support student learning by using various learning theories in the design of their face to face or online teaching. This session will explore approaches to enhance learning by tapping into metacognitive strategies. We will delve into concepts like dual coding theory, spaced practice discuss the difference between teaching for memory versus understanding, exploring schema theory, and challenge some learning myths such as VARK.

## Designing Active and Impactful Learning

This highly engaging 2 hour workshop is designed to model and practice an interactive and engaging lesson built on the science of learning. Participants will learn and teach and leave the session with many actionable strategies to support active and engaging learning.

By the end of the session participants will:

- Understand the role of five key components to creating an engaging and effective lesson.
- Learn practical strategies to incorporate each of these components into teaching.
- Design a cohesive lesson plan collaboratively using framework.

## AI and Accessibility in Education:

### AI as Ally Series: AI tools for teaching and learning

In this series, we'll take a closer look at various AI-powered tools and see how they can empower instructors to enhance teaching, student engagement, and personalized learning experiences.

### AI as Ally Series: Helpful Artificial Intelligence (AI) Features In EdTech tools

In this session we'll look at how AI features available in some educational technology tools can positively support instructors and learners in the teaching and learning process.



## TEACHING AND LEARNING IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE



Discover the forefront of educational innovation with our latest addition to the TLX website – **Teaching and Learning in the Age of Generative Artificial Intelligence (GAI)**. Crafted as a living document, it serves as a teaching resources where educators and students can explore insights into the integration of generative artificial intelligence in learning environments. Within this space, you can navigate through a curated collection of resources covering topics such as authentic assessment, GAI tools for incorporation into your teaching and learning practices, and a glossary to enhance your comprehension of GAI in education. Stay engaged with this evolving repository as it continues to expand, offering valuable insights and tools for navigating the exciting intersection of technology and education.

**Explore more here:** <https://www.georgebrown.ca/teaching-and-learning-exchange/teaching-resources/generative-ai>

TLX PARTNERS

# LIBRARY



## Affordable Learning Resources @ the Library

[Register on Cornerstone for Monday, Feb 24, 2025 10:00 AM](#)

[Register on Cornerstone for Wednesday, Feb 26, 2025 2:00 PM](#)

[Register on Cornerstone for Thursday, Feb 27, 2025 11:00 AM](#)

Looking for affordable course materials? Want to move away from textbooks but not sure where to start? Come and find out about all the FREE, high-quality resources the library has to offer, how to find the right materials for your course, and how to make them available to your students in Brightspace.

## Create a Reading List in Brightspace

**Tuesday, Feb 25, 2025 10:00 AM**

**Thursday, Feb 27, 2025 1:00 PM**

Reading lists make it simple for students to access free digital course materials. The \*new\* Reading List Builder enables you to easily create, maintain, evaluate, and share course reading lists with your students, within your Brightspace course. You can build a list by yourself or collaborate with others, such as colleagues or librarians.

This presentation will demonstrate how you can use the Readings & Learning Resources list builder to assemble materials of all types to create a structured, comprehensive resource list in your Brightspace course.

[Register on Cornerstone.](#)

